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ABSTRACT

An improvisational dramatics program was developed to improve the reading achievement and school attitudes of disadvantaged elementary school children. The program, based on the rationale that encouraging self-awareness and creative self-expression will improve communication skills, reading achievement, and attitudes, was used with 141 fourth, fifth, and sixth grade Black and Hispanic students in two economically disadvantaged regions of a large Eastern city. Students in the program were taught role playing and storymaking or playwriting, as well as a number of improvisational exercises. Each student completed an attitude scale as a pretest and posttest. Student performance on a standardized achievement test served as achievement pretest scores, while scores on a district-wide standardized achievement test served as posttest scores. Results showed significant improvement in reading achievement and in attitudes, specifically self-expression, trust, acceptance of others, self-awareness, and awareness of others. (Items from the attitude scale and an exercise created by the students are appended.) (FL)

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THE IMPACT OF AN IMPROVISATIONAL DRAMATICS PROGRAM
ON SCHOOL ATTITUDE AND ACHIEVEMENT

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Abstract

An improvisational dramatics program was developed to improve reading achievement and school attitudes of disadvantaged elementary school children, based on the rationale that encouraging self-awareness and creative self-expression will improve communication skills, reading achievement, and attitudes. 189 black and Hispanic elementary school students in Newark, New Jersey were studied; significant improvement was found in reading achievement and in attitudes regarding self-expression, trust, acceptance of others, self-awareness, and awareness of others. It was suggested that this approach may be beneficial in addition to traditional approaches to remediation.

The Impact of an Improvisational Dramatics Program
on School Attitude and Achievement

Since the 1960's there has been a trend in education toward concern not only with intellectual growth but with emotional and personal growth as well (Rogers, 1983). In this view, intrinsic motivation and consequently learning are most likely to develop in an atmosphere of trust, acceptance and freedom of expression without fear of criticism. Traditional approaches to education, emphasizing primarily the acquisition of skills and information in an authoritarian and evaluative atmosphere, may fail to foster a sense of motivation and comfort in learning in many students, particularly disadvantaged students.

It has been claimed that nontraditional approaches to education may be especially beneficial for culturally different and economically disadvantaged students--those most likely to fail in the traditional system. According to Torrance (1976), disadvantaged students frequently show talents different from those of the majority group; because the traditional system does not recognize nor respond to these talents, these students often do not "make it" in the system and as a result develop poor achievement, low self-esteem and an underappreciation of their capabilities. He noted that one area in which disadvantaged students frequently demonstrate talent is that of role playing, improvisation and expressive speech; these abilities may have originated in part as survival skills and in part as expressions of their cultural heritage. Thus he suggested the use of creative

movement and dramatics in education as a method for educating disadvantaged students which is both natural to their mode of expression and nonevaluative, in order to develop their unique talents and to foster motivation toward learning.

Many educators have suggested that there are numerous benefits to creative dramatics programs in which students improvise role-playing activities and write their own scripts and stories. In the social-emotional and attitudinal areas, possible benefits include improved self-expression, particularly for students with difficulty expressing their emotions in other situations; improved self-knowledge through the articulation and communication of emotions to others; and improved knowledge and understanding of the feelings and motivations of others through role playing in which one must think and behave like people different from oneself (McCaslin, 1974; Necco, Wilson, & Scheidemantel, 1982; Rubin, 1983; Texas Education Agency, 1978; Verriour, 1983). Gains in self-confidence may also result from participation in an activity in which all ideas are acceptable and failure is impossible (Texas Education Agency, 1978).

The benefits of participation in creative dramatics are not restricted to emotional and attitudinal gains, but may encompass cognitive gains as well. It has been noted that dramatic play is a natural mode of expression for children (Rubin, 1983; Texas Education Agency, 1978), and that this is included in the Piagetian framework of cognitive development as well, which asserts that conceptual thinking develops through activity, spontaneous play, manipulation of objects, and social

collaboration (McCaslin, 1974; Piaget, 1968). Specific cognitive benefits which may result from participation in creative dramatics include listening, comprehension, and sequential understanding (Rubin, 1983; Texas Education Agency, 1978), and, paralleling Piaget's findings, integration of thought, action and language (Lehr, 1983; Siks, 1977; Texas Education Agency, 1978; Verriour, 1983).

An empirical study of the benefits of creative dramatics techniques used with emotionally disturbed and delinquent adolescent boys (Delgado & Mittelman, 1980) showed improvement in a variety of cognitive and noncognitive areas, as follows: students showed improved trust in authority figures; improved self-expression and self-awareness as they articulated their feelings to others; improved empathy for others as they were required to take the roles of others; less defiance of authority; less tendency to blame external circumstances for their problems; less anxiety about their ability to achieve academically; more active involvement in classwork; improved comprehension of classwork; and improved school achievement. Thus it appears that creative dramatics may have profound effects on the attitudes and achievement of students not easily reached by traditional educational methods.

In accordance with the claims of educators and based on these findings, it was decided to extend the creative dramatics approach to disadvantaged and culturally different students in a regular public school setting, in order to determine whether such an approach would in fact improve elementary school students'

achievement and attitudes toward themselves and others. The specific questions to be answered by this study were as follows:

1. Did students participating in an improvisational dramatics program show gains in reading achievement greater than those obtained by a comparison group of students who were not in the program?

2. Did students participating in the improvisational dramatics program show greater improvement in several specified dimensions of attitude than those shown by a comparison group of students not in the program?

Method

Subjects

Subjects in this study were 74 fourth, fifth and sixth grade students enrolled at the Harriet Tubman School, a predominantly black elementary school located in Newark, New Jersey's Central Ward, and 115 fourth and fifth grade students enrolled at the Roberto Clemente School, a predominantly Hispanic elementary school located in Newark's North Ward. Enrollments at both schools represent economically disadvantaged populations. All students at Harriet Tubman participated in the program; 90 students at Roberto Clemente participated in the program, and 25 were nonparticipants who were available to serve as a comparison group. Due to transfers or absenteeism at the time of testing, achievement test scores were not available for 48 students and attitude scale scores were not available for 31 students. The final sample for the achievement analysis consisted of a total of 141 students and the final sample for the attitude

analyses consisted of a total of 158 students. The breakdown of the sample by school and participation in the program is given in Table 1.

Insert Table 1 about here

Participants were selected for the program as intact classes, largely on the basis of convenience for the schools. A few students were referred who teachers thought would benefit from the program, or who expressed a strong desire to be involved, but these represented a very small percentage of the total sample. Approximately 20 percent of the students at Roberto Clemente had been in the program the previous year, as third graders; no students at Harriet Tubman had been involved before.

The Improvisational Dramatics Program

The Arts Alternatives Program, an improvisational dramatics program developed by the Whole Theatre Company, was designed to enhance the development of communication skills, in particular reading skills, as well as a variety of attitudes in disadvantaged schoolchildren. The program is guided by the rationale that self-expression and communication result when one is placed in an environment in which one feels safe acknowledging and expressing one's feelings. If students are placed in an atmosphere in which they can experience trust, freedom of expression, and a sense of capability, and are then encouraged to participate in creative language-oriented and literary activities in this atmosphere, their communication skills and reading achievement will improve.

The Arts Alternatives Program is conducted by a teacher who works with small groups of elementary school students, using a variety of improvisational exercises. The exercises are designed both to allow the students the opportunity for self-expression and to gently guide them toward channeling that self-expression into creative literary activity. Sample exercises particularly related to verbal expression and comprehension are the following:

Role Playing. Each student assumes a role, such as mother, father, nurse, or policeman. A "where" is agreed to; a "what" may either be suggested or allowed to unfold in the interaction of the participants.

Story Making/Playwriting. Students "brainstorm" ideas of where, who, when, how and why; no ideas are unacceptable. Gradually the list of ideas is reduced and refined; ideas are selected by mutual agreement and eventually written down as a group story or play. Students are encouraged to use their most expressive language at this stage of the process. Afterward, the story is staged, cast and acted out by participants.

Development of the Attitude Scale

Seven dimensions of attitude were identified which, if improved, were hypothesized to lead to increased confidence and readiness to learn and in turn to improved reading achievement. These were defined as follows:

1. Self-expression: willingness to participate in class and to share ideas with others;

2. Trust in other people (peers and adults);
3. Self-acceptance: appreciation for oneself;
4. Acceptance of others: tolerance for others even when they are different from oneself;
5. Self-awareness: awareness of one's feelings and motivations;
6. Awareness of others: awareness of the feelings and motivations of others;
7. Empowerment: a sense of capability and self-importance.

Based on their knowledge of the children and their mode of expression, the two members of the Whole Theatre Company developed ten to twenty attitude scale items for each dimension, worded both positively and negatively, with which participants could indicate agreement or disagreement. Six items for each subscale, for a total of 42 items, were selected by the researcher to be administered as a pretest and posttest. Items were selected which were judged to be the clearest representations of the attitude to be measured and the most understandable to students. Internal consistency reliability analysis of the pretest data (Cronbach's alpha) identified ten items which lowered the reliability of their respective subscales. These items were eliminated from the main analyses, leaving a final total of 32 items used in the study.

Items on the final version of the attitude scale are presented in Table 2. Participants were asked to indicate agreement or disagreement on a three-point scale: Strongly Agree (scored as 3), Not Sure (scored as 2), or Disagree (scored

as 1). Scoring on negatively worded items was reversed. Total scores were computed by summing responses for the total scale and for the seven subscales.

Insert Table 2 about here

Items comprising each subscale and possible score ranges for each subscale are presented in Table 3.

Insert Table 3 about here

Procedure

Subjects were administered the attitude pretest in December, 1982, at the start of the program, and the attitude posttest in May, 1983, at the end of the program. Total Reading scores on the Metropolitan Achievement Test, Form F (Durost, Bixler, Wrightstone, Prescott, & Balow, 1971), administered by the Newark School District in May, 1982 served as the achievement pretest; Total Reading scores on the Comprehensive Test of Basic Skills, Form U/V (Comprehensive Test of Basic Skills, 1981), administered by the district in May, 1983 served as the achievement posttest. All achievement scores were normal curve equivalent (NCE) scores.

The general question to be answered was as follows: Was there an improvement in achievement (or attitude) attributable to participation in the program, over and above that which would be expected based on initial differences before treatment? Accordingly, analyses of covariance were used; participation served as the independent variable, the achievement and attitude

posttests served as the dependent variables, and the pretests served as the covariates. Three sets of analyses were done: analysis of the effect of the program on reading achievement, analysis of the effect of the program on total attitude, and analyses of the effects of the program on each of the seven dimensions of attitude separately. In order to identify all possible beneficial effects of the program, a significance level of .10 was used in interpreting the results. Unfortunately, a comparison group was available only at the Roberto Clemente School. In order to analyze the results at Tubman, these students were included with the Clemente students; since initial differences would be adjusted for, any lack of comparability would be minimized. In order to verify that any significant results were not due simply to superior performance at Tubman, the analyses were done for Clemente students alone; the same results were obtained for both achievement and attitude.

Results

The Effect of Participation on Achievement

The means in achievement for the treatment and comparison groups on the pretest and posttest are given in Table 4. Though the average posttest score for the treatment group was lower than the pretest score, enough individuals improved to show a significant overall effect of the program for participants relative to nonparticipants.

Insert Table 4 about here

The results of the analysis of covariance testing the effect of participation in the program on reading achievement are summarized in Table 5. It can be seen that, after adjustment for initial differences in reading level, participation in the program had a significant effect on reading achievement, R^2 change = .035, $F(1, 138) = 8.63$, $p < .001$. This effect was in the positive direction and accounted for 3.5 percent of the variance in reading achievement after treatment. The interaction of participation with the covariate, the reading pretest, was not significant, supporting the assumption of homogeneity of regression on which the analysis of covariance is based. (That is, analysis of covariance presumes that the effect of the treatment is uniform at all levels of the pretest.) Therefore, there is evidence that participation in the program has a beneficial effect on reading achievement.

Insert Table 5 about here

The Effect of Participation on Attitude

The effect of participation in the program on attitude was assessed for total attitude, in order to determine whether there was an overall beneficial effect, and then for the specific dimensions of attitude, in order to determine the specific areas of attitude for which the program was most beneficial. The means in total attitude and in the seven attitude subscales are presented in Table 6; the results of the analysis of covariance testing the effect of participation on

total attitude are summarized in Table 7. It can be seen that,

Insert Table 6 about here

after adjustment for initial differences in attitude, participation in the program had a significant effect on attitude, R^2 change = .024, $F(1, 155) = 6.19$, $p < .001$. This effect was in the positive direction and accounted for 2.4% of the variance in attitude after treatment. Therefore, there is evidence that participation in the program has a beneficial effect on overall attitude.

Insert Table 7 about here

The results of the analyses of covariance of the effects of participation on the seven attitude subscales are presented in Table 8. Significant beneficial effects were found for the dimensions of self-expression, trust, and acceptance of others, accounting for 3.2%, 1.8%, and 5.5% of the variance in their respective subscales after participation. It may be noted that the pretest-posttest correlation for trust was low, indicating a low level of reliability; this may explain the small amount of variance in trust which was accounted for in the analysis.

Insert Table 8 about here

The analysis of the effect of participation on self-awareness revealed not only a significant effect of the program, accounting for 3.3% of the variance in self-awareness after treatment, but also a significant interaction between participation and initial levels of self-awareness, accounting for 2.1% of the variance.

This indicates that though the program had a beneficial effect on self-awareness, this effect was not uniform for all students. The beta weight for the interaction term was negative, indicating an inverse relationship with the dependent variable. This indicates that students with the initially lowest levels of self-awareness benefited most from the program.

In the case of awareness of others, there was no significant effect due to participation for students in general; however, there was a significant interaction of participation with students' initial levels of awareness of others, accounting for 2.9% of the variance. The beta weight for the interaction term was positive, indicating that the program had a beneficial effect only for students with initially higher levels of awareness of others.

No significant effects were found for the attitude dimensions of self-acceptance and empowerment. It may be noted that the pretest mean for self-acceptance was close to the maximum possible score, indicating a possible ceiling effect whereby scores could not have improved enough to show significance.

Discussion

Participation in an improvisational dramatics program has been found to benefit disadvantaged elementary school students in a variety of areas of school attitude and achievement. The program, by its emphasis on creative activities within a group setting, facilitates students' skills in self-expression and fosters a sense of trust and safety in doing so. It also helps

students become more accepting of others' feelings and increases their awareness of themselves, particularly for the most self-alienated. For students who are more empathically sophisticated, it increases their awareness of other people. This finding corresponds to previous research on the development of children's perceptions of other people, in which understanding of others' motives has been found to be a relatively advanced skill, sometimes linked to Piaget's formal operational stage (Livesley & Bromley, 1973; Secord & Peevers, 1974); this may explain the greater receptivity of students initially higher in their awareness of others. These skills are important not only for school achievement but also for personal development and improved relationships with others, and may have a strong impact on school life, readiness to learn and ultimate school success.

The improvement found in reading achievement may have been the result of the program's strong emphasis on individual and group story-making and story-telling. This may have developed skills directly applicable to reading comprehension. Indeed, the program instructor expressed amazement at the memory for detail which the students demonstrated with regard to the stories created by other students and by the class collectively. Perhaps this interest and skill transferred to performance on the standardized achievement test as well.

Several steps may be taken to improve both the effectiveness of the program and the quality of its assessment. A two-month delay in beginning the program, caused by administrative problems,

may have been responsible for the relatively small magnitude of the effects found; steps have been taken to avoid this in the future. Efforts are also being made to obtain a larger comparison group, including all schools and grade levels, and to revise and improve the attitude scale, particularly in the areas of trust, self-acceptance and empowerment. A behavioral assessment scale, paralleling the attitude scale, is being developed to be filled out by teachers, in order to provide an external measure of behavior change effected by the program. Hopefully these changes will result in improvement in our ability to identify the benefits of the program.

Improving achievement among disadvantaged schoolchildren is a major task for which traditional approaches to remediation are not always sufficient. The improvisational dramatics program provides an effective approach to improving reading skills in addition to conventional remediation by tapping resources left untouched by traditional educational methods. It also provides a method for improving attitudes which may be related to achievement and to many other aspects of school success.

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Appendix

An Example of a Group Story from the Roberto Clemente School:

The Cat Lady and the Orphan Boy

Once upon a time in an old, boarded-up house in Newark lived a very old woman and her many cats. There were many stories about the old lady, all of them bad. She rarely made an appearance out of her house. Her back yard had a very high concrete fence around it with broken-up glass and spikes around the top to keep away any curious neighbors. It was said that no light had shone in her house for fifty years. Everyone knew that she owned many, many cats, but no one knew how many. Because of her strange behavior and all her cats, the neighbors called her Cat Lady.

One thing everyone was sure of, though: Cat Lady's cats were no ordinary cats. They were attack cats. For this reason, no one ever messed with Cat Lady. Once a week she was seen walking down the street with twelve cats surrounding her. Her only stop was the grocery store, where she bought huge amounts of cat food, milk, and cookies, since she never bought anything else. When she entered the supermarket with her cats, she spoke to no one and got out as quickly as possible. Some people in the store walked out when she walked in. Nobody got close to her.

One very dark, cold night, in the middle of a blizzard, a ten-year-old orphan boy named Peter saw the old house and decided to go inside. He was from the other side of Newark, and knew nothing of the stories about Cat Lady and her attack cats. He saw that the house looked weird and maybe even haunted. But Peter was very, very cold and very, very tired. He had run away from home because he never knew his father, and his mother had beaten him up so many times he lost track counting. After his latest beating Peter promised himself that, no matter what, he would never go back home. He said that now he knew he was an orphan, because he had no mother or father who loved him.

Peter walked up on the porch, took a deep breath, and opened the door. Everything looked pitch black. He tried not to be afraid and kept on walking. It was cold inside but not as cold as outside. He decided to stay for the night. Then, as he sat down on the floor, Peter suddenly saw that he was surrounded by yellow and green and red glowing eyes. He jumped straight up and started to run for the door when he heard the thunderously loud screeches of what sounded like a hundred cats. Peter was terrified. He stood absolutely still. His heart was pounding and his hair stood straight up. He just stood there for what felt like forever as the cat eyes stared back at him. So long as he didn't move, the cats stayed still, and the loud screeching stopped. Then, as if he weren't scared enough, Peter heard footsteps from the creaky stairway, and he began to see a flittering light from a candle coming down, down the stairs. Carrying the candle was a very strange-looking old woman dressed in black. Her nose was very long and in the dark her eyes looked almost exactly like cat eyes. She looked very weird. It was, of course, the Cat Lady.

Then, the Cat Lady spoke. "What are you doing here, sonny boy? Why aren't you at home with your mother and father?" Her

voice sounded so old and high pitched that Peter could barely understand her. Of course, he had no way of knowing that this was the first time she had spoken to any other human being for fifty years, and the first time another human being had even been inside her house for fifty years. Peter was speechless. His teeth were chattering and his legs were shaking. Cat Lady repeated her questions. She said exactly the same words in exactly the same way, as if she were a machine or tape recorder talking, and not a human being. Finally, Peter was able to speak. "I-I-I-I'm-m-m-m l-l-l-o-o-s-s-t-t-t. I-I-I can't go back home or I'll just get whipped again. C-c-c-ould I p-p-please stay here just for tonight?"

As soon as he spoke he thought to himself, "I must be crazy. All I really want to do is get out of here." Cat Lady said nothing for a whole minute. She just stared at Peter. All the cats stared at him too. Finally, she spoke: "Stay right here while I talk to my cats." "This is very, very weird," thought Peter. "She's going to talk to her cats." Then he saw something even stranger. The old woman raised her right hand and all the cats quickly gathered around her in a perfect circle. "It's like in a dream," Peter thought. "It's like she's in a trance and they're all hypnotized." Then he heard something even weirder. Cat Lady began to speak to her cats. But she spoke not English or Spanish, but in combination Meow and English, a kind of cat-human language. Peter couldn't believe his ears! After several minutes of this, all the cats raised their paws, as if voting. Then, for the first time, Peter noticed that everyone was smiling at him. He was not surprised when the strange lady told him, "My children and I say you may spend the night with us. We'll talk more in the morning." Then Peter smiled too, and said, "Thank you."

With this the cats all broke away from the circle. The old lady asked Peter, "And what is your name, sonny boy?" "Peter," he answered. And Cat Lady told her cats, "Meow-ow-mee-ow name 'Peter.'" The cats repeated the name "Peter" in their strange, cat-like sort of way, as they ran to get Peter an old rug for him to sleep on. "This is a magical rug," Cat Lady said. "You will sleep very well and have wonderful dreams tonight." As he lay down on the rug he wondered if maybe he was already dreaming. He wondered if the Cat Lady wasn't some awful witch. Still, he thought, "If she is a witch, she must be a very good witch, like the good witch of the East in the Wizard of Oz." Though she was the strangest person he'd ever met, there was something about her which he trusted completely. There was a sweetness in her smile and a kindness in the way she spoke to him. There was a look in her eyes he trusted. There was a look in all the cats' eyes he trusted, too. And he'd never seen cats smile before.

Peter lay on the floor but felt very cold. Just then the old lady brought him some warm milk and two cookies. He drank the milk, ate the cookies, said goodnight to everyone, and lay back down. One of the cats blew out the candle. Then Peter felt something wonderful. One by one dozens of cats came up to him and lay down, around and on top of him. "That's why I didn't get a blanket," he thought. "My friends the cats will keep me warm." And so Peter slept the best night, with the most fantastically beautiful dreams, he ever had.

Peter stayed on to live the rest of his life with Cat Lady

and her cat children. They taught him Meow-English and the ways of cat people. He started doing much better in school and eventually went on to college to become a veterinarian. He became the world's greatest cat doctor, and began a cat hospital famous around the world. Cat Lady adopted him as her own son and lived to be 125 years old. Peter never changed anything in the old house and lived there with the cats the rest of his life. He, too, lived to be 125 years old, and finally died after living a very, very happy life.

Table 1
Student Participation in the Study

School	Enrollment	Achievement sample	Attitude sample
Tubman			
Program	74	67	59
Clemente			
Program	90	57	78
Non-program	25	17	21
Total	189	141	158

Table 2

Items on the Attitude Scale

1. I never know what to say when the teacher calls on me.
2. I never have any good ideas.
3. Sometimes I really think of great things to do.
4. Sometimes I can really make people laugh.
5. I like to make up stories.
6. Most things other kids tell you are lies.
7. When I am with my friends or family I know I can be honest.
8. I don't like anyone knowing how I feel.
9. I would never let anyone see me cry.
10. If I ever got angry at my friends they wouldn't like me anymore.
11. I feel good about the way I look.
12. I am afraid to talk out loud sometimes because people might laugh at me.
13. I like to play games in gym even when we lose and I don't do so well.
14. I don't think that many people like me.
15. If people knew what I was really like they wouldn't like me.
16. I like myself.
17. I only like people who think like me.
18. I only like people who like to do the same things I like to do.
19. If you are nice to other kids they will be nice to you.
20. I think there is some good in everybody.
21. I can usually tell when I am getting sick before I really get sick.
22. When I'm telling a lie I always know I'm telling a lie.
23. I know the difference between when I really feel good and when I just say I do.

Table 2 (continued)

24. I can tell the difference when somebody is really upset and when they just say they are.
25. I usually can't tell when someone is lying to me.
26. I can tell when people tell me something they don't believe themselves.
27. I usually can't tell when my teacher's happy with me and when she's mad at me.
28. I don't notice what other people are wearing.
29. What I think and feel is important.
30. Nothing I say or do ever changes anybody's mind.
31. If your parents are poor that means you'll be poor too when you grow up.
32. My friends do not listen to my ideas.

Table 3
Items and Possible Score Ranges for the
Seven Attitude Subscales

Subscale	Items	Possible score range
Self-Expression	1-5	5-15
Trust	6-10	5-15
Self-acceptance	11-16	6-18
Acceptance of others	17-20	4-12
Self-awareness	21-23	3-9
Awareness of others	24-28	5-15
Empowerment	29-32	4-12
Total scale	1-32	32-96

Table 4
Mean Reading Scores

Group	<u>n</u>	Pretest	Posttest
Treatment	124	50.34	46.64
Comparison	17	28.94	29.06

Table 5
Analysis of Covariance of the Effect of Participation
on Reading Achievement

Variable	<u>R</u>	<u>R</u> ²	<u>R</u> ² change	<u>df</u>	<u>F</u>
Total reading	.649	.421	.421	1, 139	101.07*
Participation	.675	.456	.035	1, 138	8.63*
Interaction	.676	.457	.001	1, 137	0.25

n = 141.

*p < .001.

Table 6
Mean Attitude Scores

Scale	Pretest	Posttest
Total		
Treatment ^a	75.85	78.07
Comparison ^b	70.57	71.48
Self-expression		
Treatment	11.69	12.53
Comparison	11.10	11.33
Trust		
Treatment	10.96	11.04
Comparison	10.10	10.14
Self-acceptance		
Treatment	14.72	15.13
Comparison	14.00	14.14
Acceptance of others		
Treatment	10.31	10.75
Comparison	9.29	9.19
Self-awareness		
Treatment	7.46	7.58
Comparison	7.33	6.86
Awareness of others		
Treatment	11.22	11.26
Comparison	10.62	10.95

Table 6 (continued)

Scale	Pretest	Posttest
Empowerment		
Treatment	9.50	9.78
Comparison	8.14	8.86

$a_{\underline{n}} = 137.$

$b_{\underline{n}} = 21.$

Table 7

Analysis of Covariance of the Effect of Participation
on Total Attitude

Variable	<u>R</u>	<u>R</u> ²	<u>R</u> ² change	<u>df</u>	<u>F</u>
Total attitude	.612	.375	.375	1, 156	93.60**
Participation	.632	.399	.024	1, 155	6.19*
Interaction	.634	.402	.003	1, 154	0.77

n = 158.

*p < .05.

**p < .001.

Table 8

Analyses of Covariance of the Effects of Participation
on the Attitude Subscales

Variable	<u>R</u>	<u>R</u> ²	<u>R</u> ² change	<u>df</u>	<u>F</u>
Self-expression	.317	.101	.101	1, 156	17.53***
Participation	.364	.133	.032	1, 155	5.72**
Interaction	.366	.134	.001	1, 154	0.18
Trust	.140	.020	.020	1, 156	3.18*
Participation	.195	.038	.018	1, 155	2.90*
Interaction	.195	.038	.0001	1, 154	0.02
Self-acceptance	.453	.205	.205	1, 156	40.23***
Participation	.464	.215	.010	1, 155	1.97
Interaction	.465	.217	.002	1, 154	0.39
Acceptance of others	.490	.240	.240	1, 156	49.26***
Participation	.543	.295	.055	1, 155	12.09***
Interaction	.544	.295	.0002	1, 154	0.04
Self-awareness	.287	.082	.082	1, 156	13.93***
Participation	.339	.115	.033	1, 155	5.78**
Interaction	.369	.136	.021	1, 154	3.74*
Awareness of others	.316	.100	.100	1, 156	17.33***
Participation	.316	.100	.0003	1, 155	0.05
Interaction	.359	.129	.029	1, 154	5.13**
Empowerment	.515	.265	.265	1, 156	56.25***
Participation	.518	.269	.004	1, 155	0.85
Interaction	.521	.271	.003	1, 154	0.63

n = 158. * $p < .10$. ** $p < .05$. *** $p < .001$.